



OFFICE of EDUCATION INNOVATION

MID-CHARTER REVIEW

KIPP Indianapolis College Preparatory

2014 - 2015

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Introduction

This Mid-Charter Review is a summary of the evidence collected by the Mayor's Office of Education Innovation (OEI) pertaining to the performance, sustainability, and plans for improvement of schools during the first four years of operation in the current charter term. The review is structured based on the Mayor's Performance Framework, which is used to determine a school's success relative to a common set of indicators.

For each indicator in the Performance Framework, this review summarizes the findings of the school's accountability reports for the first four years of its current charter term. Each year's accountability reports are publicly available online at www.oei.indy.gov. Additionally, OEI issues a "mid-charter rating", which takes into consideration each year's performance as well as the school's trajectory in each area evaluated.

The report includes the following information:

- Summary of Mid-Charter Review Ratings: This chart contains an overview of the school's mid-charter rating for each indicator evaluated.
- Summary of Historical Annual Performance Review Ratings: This chart contains the school's ratings on each indicator over the past four years.
- Core Question 1 Detailed Report: This report contains detailed information regarding the school's performance on each academic indicator over the past four years, as well as the overall mid-charter rating.
- Core Question 2 Detailed Report: This report contains detailed information regarding the school's performance on each finance indicator over the past four years, as well as the overall mid-charter rating.
- Core Question 3 Detailed Report: This report contains detailed information regarding the school's performance on each governance indicator over the past four years, as well as the overall mid-charter rating.

Additionally, embedded within the Core Question 1, 2, and 3 reports, the school has included a detailed response to any indicator that is not *meeting standard* for the Mid-Charter Review rating. The school's response includes a root-cause analysis, any relevant or updated data pertaining to that indicator, as well as plans for improvement prior to renewal.

Mid-charter reviews are designed to provide OEI, schools, and the public a formative report on the school's performance. The reviews are a tool to address current deficiencies and drive continuous improvement at the school level prior to the formal renewal process.

Summary of Mid-Charter Review Ratings	
Elementary/Middle School Core Question 1: Is the educational program a success?	
1.1. Is the school's academic performance meeting state expectation, as measured by Indiana's accountability system? *Previously: 1.1. Is the school making adequate yearly academic progress, as measure by the Indiana Department of Education's system of accountability?	Approaching Standard
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model? *Previously: 1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?	Approaching Standard
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school? *This indicator is new and was only assessed in the 2013-2014 school year.	Does Not Meet Standard
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds? *This indicator is new and has only assessed since 2013.	Exceeds Standard
1.5. Is the school's attendance rate strong?	Meets Standard
1.6. Is the school outperforming schools that the students would have been assigned to attend? *Previously classified as 1.3.	Exceeds Standard
1.7. Is the school meeting its school-specific educational goals? *Previously classified as 1.4.	Approaching Standard
Core Question 2: Is the organization in sound fiscal health?	
Financial Evaluation from 2011-2012	
2.1 Is the school in sound fiscal health?	Meets Standard
Financial Evaluation from 2012-present	
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Approaching Standard
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Does Not Meet Standard
2.3. Does the organization demonstrate it has adequate financial management and systems?	Approaching Standard
Core Question 3: Is the organization effective and well-run?	
3.1. Is the school leader strong in his or her academic and organizational leadership? *Previously classified as 2.5.	Meets Standard
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations? *Previously classified as 3.1.	Meets Standard
3.3. Is the school's board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight? *Previously classified as 2.3.	Exceeds Standard

3.4. Does the school's board work to foster a school environment that is viable and effective? *This indicator is new and has only assessed since 2013.	Exceeds Standard
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility? *Previously classified as 3.2.	Meets Standard
3.6. Is the school meeting its school-specific non-academic goals? *Previously classified as 2.6.	Meets Standard
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	
2.4. Is there a high level of parent satisfaction with the school?	Exceeds Standard
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	Meets Standard
Core Question 4: Is the school providing the appropriate conditions for success?	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Does Not Meet Standard
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?	Not Applicable
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Approaching Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard
4.7. Is the school climate conducive to student and staff success?	Approaching Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Meets Standard
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?	Not Evaluated
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?	Not Evaluated

Summary of Historical Annual Performance Review Ratings					
Core Question 1: Is the educational program a success?	2011-12	2012-13	2013-14	2014-15	FYCR
1.1. Is the school’s academic performance meeting state expectation, as measured by Indiana’s accountability system?	ES	MS	DNMS	DNMS	AS
1.2. Are students making sufficient and adequate gains, as measured by the Indiana Growth Model?	MS	MS	DNMS	AS	AS
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?	Not Evaluated		DNMS	DNMS	DNMS
1.4. Is the school providing an equitable education to students of all races and socioeconomic backgrounds?	Not Evaluated		NA	ES	ES
1.5. Is the school’s attendance rate strong?	Not Evaluated		DNMS	MS	MS
1.6. Is the school outperforming schools that the students would have been assigned to attend?	ES	ES	MS	ES	ES
1.7. Is the school meeting its school-specific educational goals?	Not Evaluated		AS	AS	AS
Core Question 2: Is the organization in sound fiscal health?					
Financial Evaluation from 2010-2012	2011-12	2012-13	2013-14	2014-15	FYCR
2.1 Is the school in sound fiscal health?	MS	Not Evaluated			MS
Financial Evaluation from 2012-present	2011-12	2012-13	2013-14	2014-15	FYCR
2.1. Short Term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?	Not Evaluated	AS	AS	DNMS	AS
2.2. Long Term Health: Does the organization demonstrate long term financial health?	Not Evaluated	ES	DNMS	AS	AS
2.3. Does the organization demonstrate it has adequate financial management and systems?	Not Evaluated	MS	DNMS	DNMS	DNMS
Core Question 3: Is the school meeting its operations and access obligations?	2011-12	2012-13	2013-14	2014-15	FYCR
3.1. Is the school leader strong in his or her academic and organizational leadership?	MS	MS	MS	MS	MS
3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?	MS	ES	AS	AS	MS

3.3. Is the school’s board active and knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?	MS	ES	MS	ES	ES
3.4. Does the school’s board work to foster a school environment that is viable and effective?	Not Evaluated		ES	ES	ES
3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?	MS	MS	MS	MS	MS
3.6. Is the school meeting its school-specific non-academic goals?	Not Evaluated		NA	MS	MS
Indicators included in the previous framework, but not assessed with the 2013-2014 framework.	2011-12	2012-13	2013-14	2014-15	FYCR
2.4. Is there a high level of parent satisfaction with the school?	ES	ES	Not Evaluated		ES
3.3. Has the school implemented a fair and appropriate pupil enrollment process?	MS	MS	Not Evaluated		MS
Core Question 4: Is the school providing the appropriate conditions for success?					FYCR
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?					MS
4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?					DNMS
4.3. For secondary students, does the school provide sufficient guidance on and support and preparation for post-secondary options?					NA
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?					AS
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?					AS
4.6. Is the school’s mission clearly understood by all stakeholders?					ES
4.7. Is the school climate conducive to student and staff success?					AS
4.8. Is ongoing communication with students and parents clear and helpful?					MS
4.9. Is the school fulfilling its legal obligations related to access and services to students with special needs?					NA
4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?					NA

Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available. Please see overview above for specific updates.

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?					
Indicator Targets	Does not meet standard	The school's performance and trajectory over the last four years do not meet standard.			
	Approaching standard	The school's performance and trajectory over the last four years approach standard.			
	Meets standard	The school's performance and trajectory over the last four years meet standard.			
	Exceeds standard	The school's performance and trajectory over the last four years exceed standard.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	ES	MS	DNMS	DNMS	AS

Under Indiana's accountability system set forth in Public Law 221 and Indiana's ESEA Waiver, an elementary/middle school receives its letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

Over the last four years KIPP Indianapolis College Prep (KICP) has demonstrated declining results on Indiana's accountability system, starting the current charter term with an 'A' in 2011-12 and since dropping to a 'B' and then a 'D' in the two most recent years. As a result, KICP receives an **Approaching Standard** for this indicator in the mid-charter review.

School Year	A-F Results
2011-12	A
2012-13	C
2013-14	D
*2014-15	D

*On January 26, 2016, the State Board of Education voted to adopt Indiana's Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since KICP received a D in 2014, that was its final grade for the 2014-2015 school year.

To address areas of deficiency of Core Question 1.1 on the Mid-Charter Review, KICP stated:
1.1 Is the school's academic performance meeting expectations on the state's standardized assessments?

While KIPP Indy College Prep Middle (KICP) is clearly outperforming schools where our students would otherwise attend, we have not yet reached the proficiency bar needed for student performance. With the increased rigor in the Indiana Academic Standards (IAS), KICP made significant changes in our literacy curriculum for the 2015-16 school year and is making similar changes to our math instruction and curriculum in the 2016-17 school year.

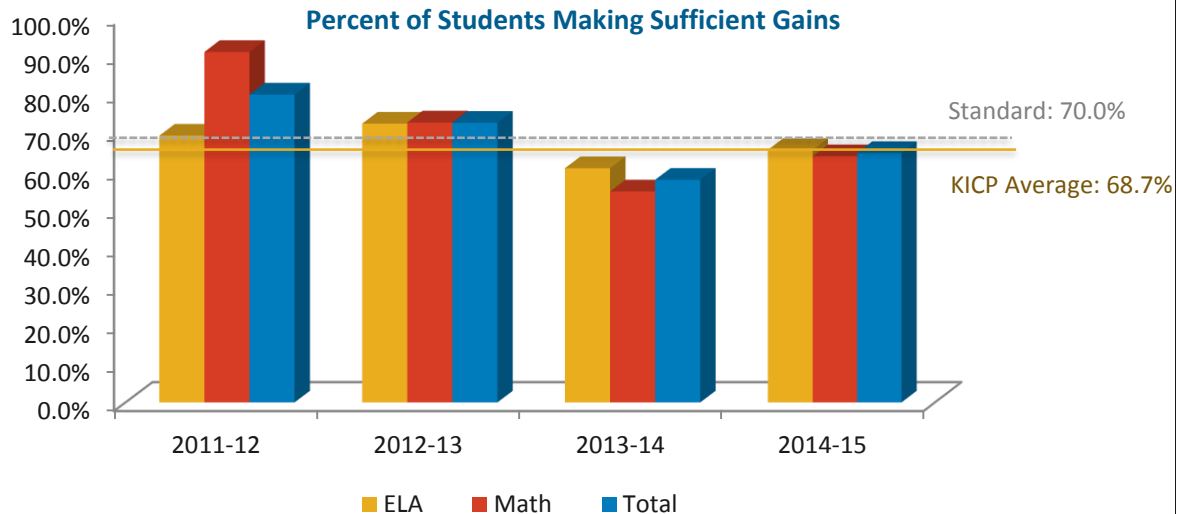
In 2015-16, KICP implemented a balanced literacy block, ensuring that students are getting grade level instruction at the new, higher academic bar and differentiated instruction to ensure students were receiving remediation at their level. In order to implement many parts of the balanced reading block, literacy classes were increased to two hours. The implementation of the KIPP Wheatley curriculum as well as guided reading across the middle school led to growth across all performance quartiles on NWEA-MAP. In prior years, we often saw significant amounts of growth in the bottom two quartiles but we believe that the increased rigor in literacy classrooms led to the growth across all performance quartiles.

For the 2016-17 school year, KICP will continue to implement guided reading as well as the KIPP Wheatley curriculum which leverages many close reading strategies. Also, we will be implementing a choice reading program to ensure we have all components of a successful balanced literacy block. Additionally, KICP will be, similarly, increasing the level of rigor and additional time to support math performance. Eureka Math, a rigorous math curriculum, will be implemented at sixth and seventh grades and the math blocks are being extended to include additional time for intervention and re-teaching several days a week. Additionally, students are practicing differentiated skills through the utilization of technology and the adaptive math program, ST Math.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model					
Indicator Targets	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>				
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	DNMS	AS	AS

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their peers. For more information on how growth is determined, click [here](#).

Each year, the Mayor’s Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. Analysis of spring-to-spring gains on the Indiana Growth Model data shows that an average of 68.7% of KICP students achieved sufficient gains between 2011 and 2015. This percentage is approaching the Office of Education Innovation’s standard.



Across the four years of the charter term, an average of 68.7% of students made sufficient gains. This percentage approaches, but does not yet meet the Mayor’s standard of 70% of students achieving sufficient gains. Therefore, KICP receives an **Approaching Standard** for this indicator on the mid-charter review.

To address areas of deficiency of Core Question 1.2 on the Mid-Charter Review, KICP stated:

1.2 Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model?

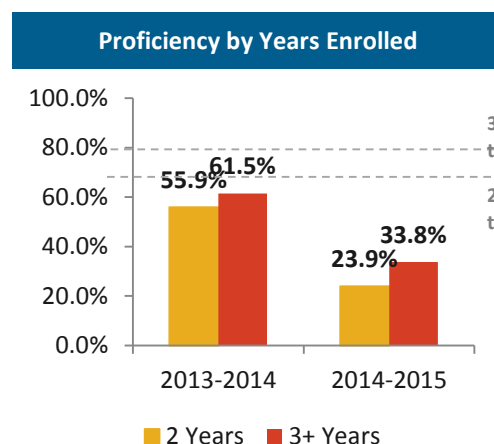
In the data noted in our mid-charter report, KICP missed the “meeting standard” designation by less than 2%. Given that, as well as the increased rigor of instruction in both literacy and math, we are confident that our student growth will continue to increase in the coming years. In particular, we are optimistic because of the literacy growth that was demonstrated across all quartile groups on NWEA-MAP during the 2015-16 school year. In prior years, we had not seen significant growth across all quartile groups, often with students in the bottom two quartiles making significant growth and students in the upper two quartiles making less growth or stagnating. The increased rigor in literacy classrooms led to growth across all quartile groups and we expect to see similar improvements with the changes in our math curriculum in the coming year.

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?					
Indicator Targets	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.			
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.			
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.			
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		DNMS	DNMS	DNMS

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

In 2013-14, of those students enrolled at KICP for two years, 55.9% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 61.5% were proficient on both subjects.

In 2014-15, of those students enrolled at KICP for two years, 23.9% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 33.8% were proficient on both subjects. It is important to note that in the same year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.



Because this indicator was first evaluated in 2013-14, there are only two years of data available for the mid-charter review. From the data reported above, the school earns a **Does Not Meet Standard** on the OEI performance framework.

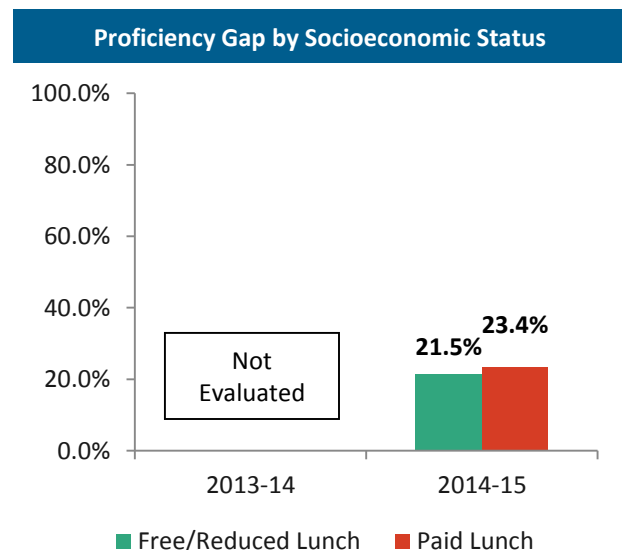
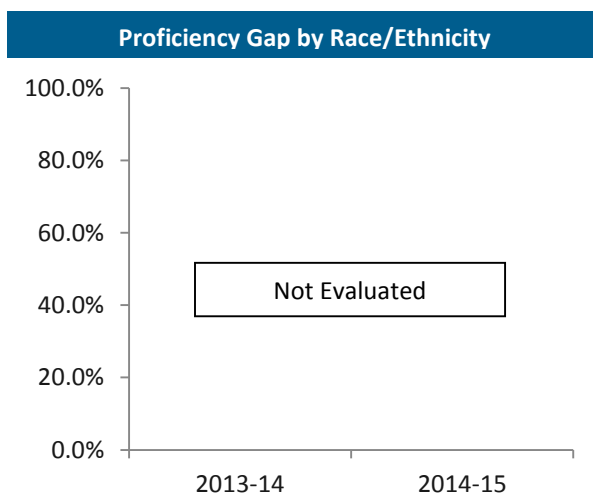
To address areas of deficiency of Core Question 1.3 on the Mid-Charter Review, KICP stated:

1.3 Does the school demonstrate that students are improving, the longer they are enrolled at the school?

As noted above, KICP has made shifts in literacy curriculum in the past year to increase the level of rigor in adapting to the new standards in Indiana. We remain confident that the longer students are with us will show additional growth with the additional rigor. Additionally, while KICP and the state of Indiana saw significant decreases in proficiency in 2015 when the state test changed, the difference in proficiency levels for students who had attended for two and three years at KICP increased.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?					
Indicator Targets	Does not meet standard	School has more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Approaching standard	School has no more than 15% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Meets standard	School has no more than 10% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
	Exceeds standard	School has more than 5% difference in the percentage of students passing standardized assessments amongst races and socioeconomic statuses.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		NA	ES	ES

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for KICP is captured below.



Due to a largely homogenous student population, KICP was not evaluated on the OEI performance framework for this indicator the 2013-14 school year. In 2014-15, 23.4% of all KICP students were proficient on both English/Language Arts and Mathematics, but there was a gap in performance among student groups.

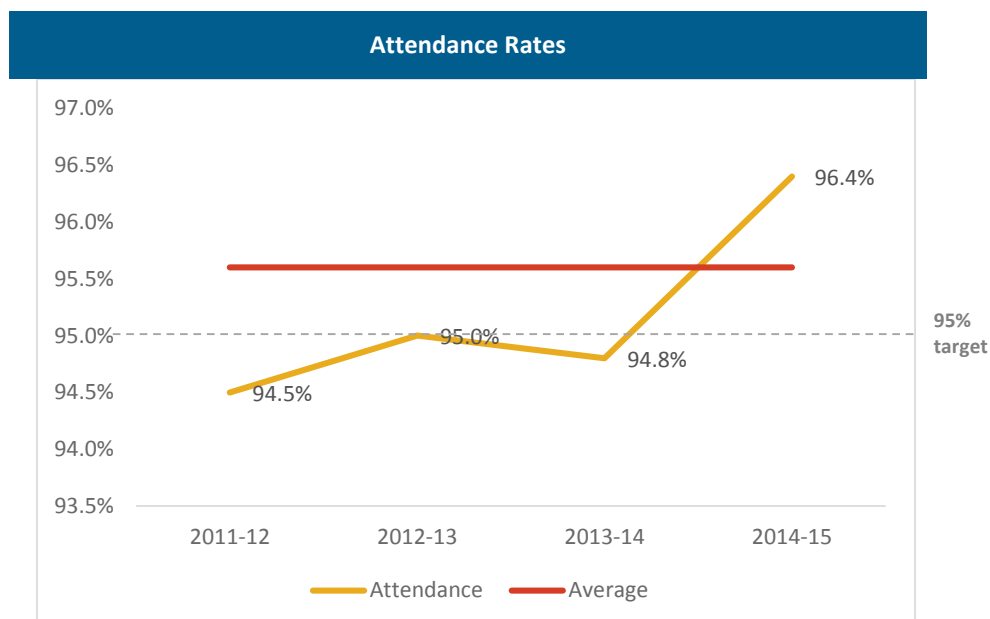
As shown in the right graph above, the largest of these gaps in 2014-15 occurs between students who pay for lunch and those who qualify for free/reduced lunch, resulting in a difference of 1.9%. In order to report a proficiency level, a subgroup must have at least 30 students. Since KICP did not enroll 30 students in more than one racial subgroup in 2013-14 or 2014-15, the school was not evaluated for this.

The 1.9% difference in socioeconomic status, leads to KIPP Indianapolis College Prep receiving an **Exceeds Standard** on the OEI performance framework for the 2014-15 school year. Because there is only one year of data available for this indicator, KICP receives the same rating for the mid-charter review.

1.5. Is the school's attendance rate strong?					
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.		
	Meets standard		School's attendance rate is greater than or equal to 95.0%.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		DNMS	MS	MS

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Attendance was an area of concern in 2013-14, but KICP has increased attendance rates over the last two school years. The school's average attendance rate, 95.6%, falls above the target of 95%, and therefore, KICP receives a **Meets Standard** for this indicator.



1.6. Is the school outperforming schools that the students would have been assigned to attend?					
Indicator Targets	Does not meet standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in each of the last three years.			
	Approaching standard	School's overall performance in terms of proficiency and/or growth is generally lower than that of the schools the students would otherwise have been assigned to attend in two of the last three years.			
	Meets standard	School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend.			
	Exceeds standard	School's overall performance consistently outpaces that of the schools the students would otherwise have been assigned to attend.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	ES	ES	MS	ES	ES

Each year, the Office of Education Innovation compares the performance of mayor-sponsored charter schools to that of Marion County public schools that students would have been assigned to attend based on their place of residence. Using this analysis, KICP consistently outperformed the schools its students would otherwise have been assigned to attend in proficiency and growth in both English/Language Arts and Math during the 2011-12, 2012-13, and 2014-15 school years.

The table below answers the question “Did KICP outperform schools students would otherwise have been assigned to attend?” for each category.

School Year	Proficiency		Growth	
	ELA	Math	ELA	Math
2011-12	Yes	Yes	Yes	Yes
2012-13	Yes	Yes	Yes	Yes
2013-14	Yes	Yes	Yes	No
2014-15	Yes	Yes	Yes	Yes

In summary, KICP's overall performance in terms of both proficiency and/or growth was generally as good as or better than that of the schools the students would otherwise have been assigned to attend, and the school earns an **Exceeds Standard** for the mid-charter review.

1.7. Is the school meeting its school-specific educational goals?					
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.			
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.			
	Meets standard	School is 1) meeting standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.			
	Exceeds standard	School is exceeding standard on both school-specific educational goals.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		AS	AS	AS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned with or support the school's unique mission. All data for school-specific goals are self-reported by the individual school.

In 2013-14, KICP set its first goal around students meeting NWEA growth targets and its second goal around staff satisfaction with the school. As reflected in the chart below, KICP received a **does not meet standard** for 1.7a and a **meets standard** on 1.7b for an overall rating of **approaching standard**.

In 2014-15, KICP set its first goal around students' NWEA math growth goals and its second goal students' NWEA reading growth goals. As reflected in the chart below, KICP received a **meets standard** for 1.7a and an **approaching standard** on 1.7b for an overall rating of **approaching standard**.

School Year	School-Specific Goals	Result	Rating	Overall Rating
2014-2015	65 – 74.9% of KIPP students will meet their NWEA-MAP Math standard growth goals.	68.7%	MS	AS
	65 – 74.9% of KIPP students will meet their NWEA-MAP Reading standard growth goals.	58.7%	AS	
2013-2014	80% of KIPP students will meet their NWEA MAP standard growth goals.	62% Math; 52% Reading	DNMS	AS
	The average staff response to the survey question "Overall, I am satisfied with this school" will equal 3.9.	3.9	AS	

Overall, KICP receives an **Approaching Standard** on the OEI performance framework for this indicator.

To address areas of deficiency of Core Question 1.7 on the Mid-Charter Review, KICP stated:**1.7 Is the school meeting its school-specific educational goals?**

As noted in the mid-charter report, KICP was approaching standing for the MAP targets, due to meeting the target in mathematics and performing slightly below the target in reading. During the 2015-16 school year, as noted early in this section, KICP shifted how literacy instruction was happening in the building by implementing a balanced literacy block. Literacy classes are now two hours long and guided reading groups were implemented for students who were performing significantly below grade level. Additionally, in 2016-17 we will be implementing choice reading. As noted above, during the 15-16 school year, we saw literacy growth increase across the school and were particularly excited that this growth occurred across all quartile groups.

Core Question 2: Is the organization in sound fiscal health?

The Financial Performance Framework, outlined in Core Question 2, gauges both near term financial health and longer term financial sustainability while accounting for key financial reporting requirements. It is worth noting that the Office of Education Innovation reorganized the performance framework in 2012, and some indicators may not have four years of complete data, or may be based on more than one measure of data.

Financial Evaluation from 2011-2012

2.1. Is the school in sound financial health?					
Indicator Targets	Does not meet standard	The school presents concerns in three or more of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.			
	Approaching standard	The school presents significant concerns in one or two of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement.			
	Meets standard	The school presents significant concerns in no more than one of the following areas: a) its state financial audits (e.g., presence of “significant findings”); b) its financial staffing and systems; c) its success in achieving a balanced budget over the past three years; d) the adequacy of its projections of revenues and expenses for the next three years; e) its fulfillment of financial reporting requirements under Sections 10 and 17 of the charter agreement. In addition, if the school presents significant concerns in one area, it has a credible plan for addressing the concern that has been approved by the Mayor’s Office.			
	Exceeds standard	The school demonstrates satisfactory performance in all of the areas listed in previous levels.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	Not Evaluated			MS

In the 2011-2012 school year, KICP received a clean audit without any material weaknesses or significant deficiencies. Additionally, the Office of Education Innovation saw no concerns with the quality of the financial staff at KIPP Indianapolis College Prep. The school achieved a balanced budget during school year 2011-2012, but had trouble maintaining a balanced budget in previous years. Finally, the school fulfilled all financial reporting requirements in its charter agreement during school year 2011-2012. The Office of Education Innovation determined that KICP received a rating of **Meets Standard** for the 2011-2012 school year. Since 2011-12 is the only year this indicator was evaluated, the school receives the same rating for its mid-charter review.

Financial Evaluation from 2012-Present

2.1. Short-term Health: Does the school demonstrate the ability to pay its obligations in the next 12 months?

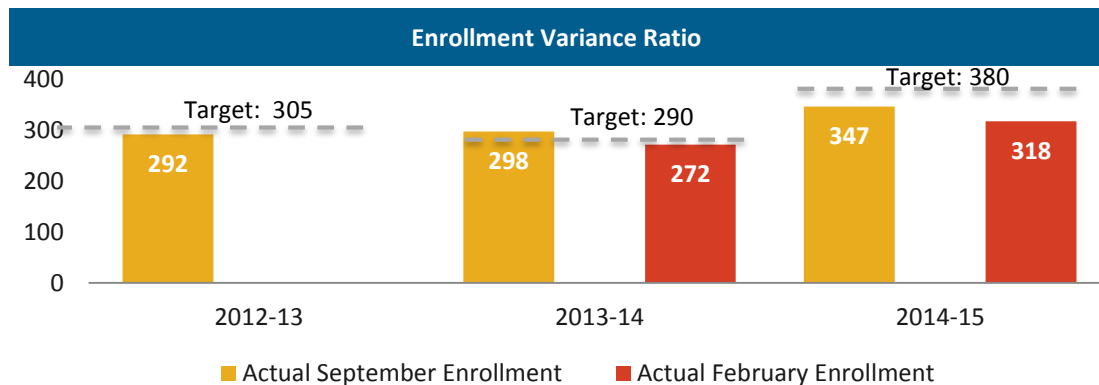
Indicator Targets	Does not meet standard		The school does not meet standard on 2 or more of the five sub-indicators shown below.							
	Approaching standard		The school approaches standard for all 5 sub-indicators shown below, OR meet standard on 3 sub-indicators, while approaching on the remaining 2 OR meets standard on 4 sub-indicators, while not meeting standard for the final sub-indicator.							
	Meets standard		The school meets standard for 4 sub-indicators shown below, while approaching standard on the final sub-indicator.							
	Exceeds standard		The school meets standard for all 5 sub-indicators.							
School Rating	2011-2012		2012-2013		2013-2014		2014-2015		Mid-Charter Rating	
	Not Evaluated		AS		AS		AS		AS	
Sub-indicator Ratings										
Sub-indicator targets					12-13		13-14		14-15	
Enrollment Ratio	DNMS	Enrollment ratio is less than or equal to 89%			95%	AS	103%	MS	91%	AS
	AS	Enrollment ratio is between 90 – 98%								
	MS	Enrollment ratio equals or exceeds 99%								
February Enrollment Variance	DNMS	Enrollment ratio is less than or equal to 89%			N/A		91%	AS	92%	AS
	AS	Enrollment ratio is between 90 – 95%								
	MS	Enrollment ratio equals or exceeds 95%								
Current Ratio	DNMS	Current ratio is less than or equal to 1.0			1.06	AS	.74	DNMS	2.87	MS
	AS	Current ratio is between 1.0 – 1.1								
	MS	Current ratio equals or exceeds 1.1								
Days Cash on Hand	DNMS	Days cash on hand is less than or equal to 30			12	DNMS	35	AS	52	MS
	AS	Days cash on hand is between 30-45								
	MS	Days cash on hand equals or exceeds 45								
Debt Default	DNMS	Default or delinquent payments identified			Meets	MS	Meets	MS	Meets	MS
	MS	Not in default or delinquent								

Beginning in the 2012-13 school year, the Office of Education Innovation (OEI) added and revised several key indicators of its financial performance framework. The enrollment ratio tells authorizers whether or not the school is meeting its enrollment projections in its charter. Each charter school commits in its charter contract to offering the community a certain number of seats to educate students. It is important that each school is fulfilling its commitment to the community by working diligently to ensure that families and children seeking educational opportunities are aware of the school.

Additionally, charter schools, like all public schools, receive state funding based on their enrollment. This means that enrollment is an important factor in the fiscal health of charter schools.

Based on data from the September 2012 count day, KICP's enrollment fell below the enrollment targets stated in its charter agreement, meaning that, for school year 2012-13, the school did not serve as many students as it anticipated. As a result, the school **approached standard** for this sub-indicator. In school year 2013-14, KICP met its enrollment targets for the September count day and thus **met standard** for this sub-indicator. In 2014-2015, the school increased its enrollment target to 380 students. However, the school did not meet this goal and **approached standard** for this sub-indicator.

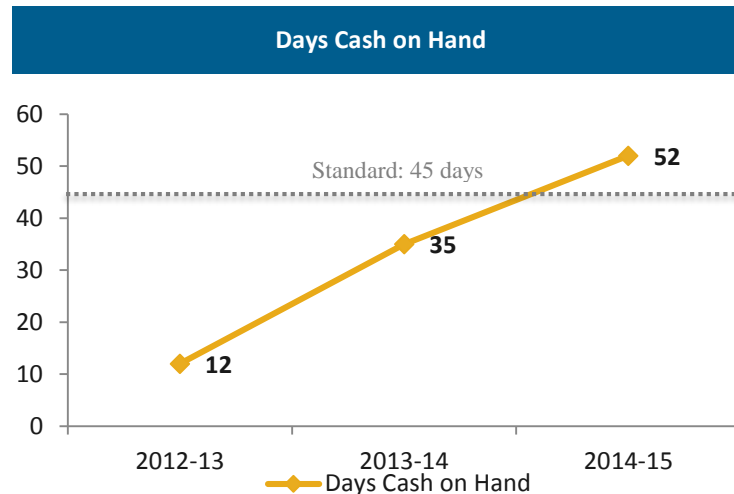
In 2013-14, OEI also looked at the change (variance) between fall and February enrollment. Since the February enrollment influences funding for coming year, schools need to retain enough students between September and February to be able to serve the same number of students the following year. In the 2013-2014 school year, KIPP Indianapolis College Prep's enrollment dropped sharply and the school **approached standard** for this sub-indicator. The school also approached standard in school year 2014-15, as the school's enrollment dropped by 8% between September 2014 and February 2015.



KICP's current ratio has varied between 2012-2014. Measured as current assets over current liabilities (those due in the next 12 months), the metric assesses the school's ability to pay off short term debts. For the charter school sector, a current ratio of 1.1 is seen as an indicator of short term financial health. In 2012, the school had a current ratio of 1.06 and **approached standard** on this sub-indicator. In 2013-2014, the school's current ratio declined to .74, resulting in a rating of **does not meet standard** for this sub-indicator. In 2014-2015, the school improved the short term health of its balance sheet and **met standard** for this sub-indicator.

As reflected in the chart on the following page, KICP ended the 2013-14 school year with 12 days of cash on hand, 35 days cash on hand in 2013-14, and 52 days cash on hand in 2014-15. This means that if payments to the school had stopped or been delayed post June 30 of each respective year, the school would have been able to operate for 12 more days after June 30, 2013, 35 days after June 30, 2014, and 52 days after June 30, 2015. Based on this data, the school **did not meet standard** in 2013, **approached standard** in 2014, and **met standard** in 2015. The Executive Director has made it a strategic priority to improve the school's days cash on hand position. One of her recent initiatives was the creation of a network level cash account that the school can access at any time. The creation of this account can partly be attributed to the recent increase in the school's cash position.

Finally, between 2012 and 2014, the school successfully met its debt obligations based on the information that Greenwalt CPA's, the school's auditor, provided. Furthermore, there were no negative communications from the school's lenders.



Since the school **approached standard** for three consecutive school years, KIPP Indianapolis College Prep receives a rating of **Approaching Standard** for its mid-charter rating on the short-term financial health indicator.

To address areas of deficiency of Core Question 2.1 on the Mid-Charter Review, KICP stated:

2.1 Short-term health: Does the school demonstrate the ability to pay its obligations in the next 12 months?

In the 2014-2015 accountability report, the school failed to meet its established enrollment targets. The school enrolled 92% of the projected students. This created a tight budgetary situation for the school, which contributed to the approaching standard rating received in the mid-charter review.

In response to this shortfall during the 2014-2015 school year, KICP took action on several fronts. First, the school hired a full time Manager of Operations and Community Engagement (MOCE) to lead student recruitment and enrollment efforts. This person is tasked with supporting student retention efforts, driving re-enrollment, and creating and leading the execution of a strategic plan for new student recruitment. This increased capacity led directly to KICP having a greater presence in our surrounding community and positioned the school to hit enrollment targets. In part due to this decision, KICP exceeded their projected enrollment targets for the 2015-2016 school year (381/370 in September and 358/333 in February). KICP also re-enrolled close to 90% of their students for the 2016-2017 school year and is positioned to meet or exceed their projected enrollment targets once again.

An additional shift that KIPP Indy has implemented to address this situation is that we now take a more conservative budgeting approach when it comes to projected enrollment targets. The Executive Director and Chief of Staff work closely with school leaders and the MOCE to set targets that are grounded in past performance, projected re-enrollment, and other market factors where new schools are opening. This approach helped lead KICP to successfully meet enrollment targets for 2015-2016 and the school was in a much better financial position as a result.

In the 2013-2014 report, the school failed to meet the requirement of having 45 days cash on hand. To improve KICP's cash position and financial health more broadly, KICP has partnered with INI since the fall of 2014 to establish strong financial management practices that position the school for financial health and sustainability. The Executive Director and Chief of Staff work closely with the Controller at INI to ensure tight management around cash flow and budget management. They meet monthly with KICP's school leader to review financial statements and problem-solve around any variances that may arise. As a result of both meeting enrollment targets and implementing strong financial management practices in partnership with INI, KICP met standard in the cash on hand category during the 2014-2015 and 2015-2016 school years, and is projected to continue to meet that standard in 2016-2017.

2.2. Long-term Health: Does the organization demonstrate long-term financial health?									
Indicator Targets	Does not meet standard		The school does not meet standard on any of the 3 sub-indicators OR meets standard on 1 sub-indicator but does not meet standard on the remaining 2.						
	Approaching standard		The school meets standard on 2 of the sub-indicators while not meeting on the third, OR approaches standard on all 3 sub-indicators.						
	Meets standard		The school meets standard on 2 of the sub-indicators and approaches standard on the third.						
	Exceeds standard		The school meets standard for all 3 sub-indicators.						
School Rating	2011-2012		2012-2013		2013-2014		2014-2015		Mid-Charter Rating
	Not Evaluated		ES		DNMS		DNMS		DNMS
Sub-indicator Ratings									
Sub-indicator targets			12-13		13-14		14-15		
Aggregate Three-Year Net Income	DNMS	Aggregate 3-year net income is negative.	\$428,651	MS	\$3,015,261 (3 yr) -\$67,987 (current)	AS	-\$1,978,369 (3 yr) -\$2,339,033 (current)	DNMS	
	AS	Aggregate 3-year net income is positive, but most recent year is							
	MS	Aggregate three year net income is positive, and most recent year is							
Debt to Asset Ratio	DNMS	Debt to Asset ratio equals or exceeds .95	.12	MS	.21	MS	.33	MS	
	AS	Debt to Asset ratio is between .9 - .95							
	MS	Debt to Asset ratio is less than or equal to .9							
Debt Service Coverage (DSC) Ratio	DNMS	DSC ratio is less than or equal to 1.05	11.43	MS	.97	DNMS	.35	DNMS	
	AS	DSC ratio is between							
	MS	DSC ratio equals or							

The Mayor's Office of Education Innovation introduced Core Question 2.2 in its current form in the 2012-13 school year. As such, it is only evaluated for the 2012-13, 2013-14 and 2014-2015 school years for the purpose of the mid-charter review. This Core Questions evaluates each school's long term fiscal health with the understanding that a charter school, like any non-profit entity, can only operate for so long with year over year losses, extreme amounts of debt, or an inability to meet its debt obligations.

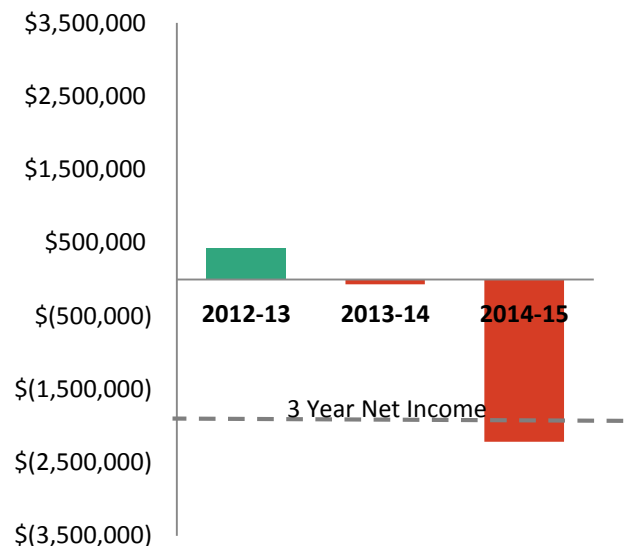
KICP **met standard** for the net income sub-indicator for school year ending 2013, **approached standard** in 2014, and **did not meet standard** in 2015. The school had an aggregate three-year net income of \$428,651 in school year ending 2013, \$3,015,261 in school year ending 2014 and -\$1,978,369 in 2015. The graph to the right shows the annual net income at KIPP Indianapolis College Prep for school years ending 2013, 14, and 15.

While the school has not met standard for its three year net income, the school has **met standard** on the debt to asset ratio sub-indicator for school years ending 2013, 2014 and 2015.

Additionally, the school **met standard** for the sub indicator regarding debt service coverage ratio in 2013, but **did not meet standard** in 2014 or 2015. KICP had \$46,428 long-term maturities due prior to close of fiscal year 2015 and will have \$46,428 of its total long-term debt of \$350,000 due by the end of fiscal year 2016. KICP's note payable will mature in 2018, when the school will pay \$113,159. The school's debt service coverage ratio of .35 indicates that it did not generate enough operating income to pay off the debt it owes in the coming year.

Since the school **did not meet standard** for two of the sub-indicators in core question 2.2, it **did not meet standard** for this indicator in both 2013-2014 and 2014-2015, and receives a rating of **Does Not Meet Standard** at its mid-charter review.

Three-Year Net Income



To address areas of deficiency of Core Question 2.2 on the Mid-Charter Review, KICP stated:

2.2 Long-term health: Does the organization demonstrate long-term financial health?

In the 2014-2015 accountability report, the school did not meet standard in this category as a result of not meeting the 3 year aggregate net income target as well the debt service coverage ratio. Through implementing strong financial practices in partnership with INI, we have been able to significantly improve our long-term financial health over the past 18 months. At the end of Q3 during the 2015-2016 school year, KICP met standard in all three metric of the long term health indicator. The three year net income was \$309,294. As of the end of May, the current year net income for KICP is \$280,955. We are confident that due to our strong financial management systems in place that we are poised to continue to hit the three year net income target for years to come.

During the 2014-2015 school year, KICP had an outstanding PNC loan from modular units that were purchased years prior. This loan had a variable interest rate that typically was around 5%. This in conjunction with not meeting standard in other financial health areas resulted in a low debt service coverage ratio during the 2014-2015 school year (.35). To address this gap, KICP successfully applied for the state charter school loan to essentially refinance the loan on the modular units. The state charter loan was a 10 year loan at a fixed 1% interest rate. KICP used the funds from the state loan to pay off the remaining balance on the PNC loan (approximately \$200,000) during the winter of 2016. This decision led to a significant improvement of KICP's debt service coverage ratio, which at the end of Q3 was a robust 20.26. KICP does not anticipate taking on additional debt in the foreseeable future, and projects to continue to have a strong debt service coverage ratio moving forward.

2.3. Does the organization demonstrate it has adequate financial management and systems?					
Indicator Targets	Does not meet standard		The school does not meet standard on 1 of the sub-indicators.		
	Approaching standard		The school meets standard on 1 sub-indicator, but approaches standard for the remaining sub-indicator.		
	Meets standard		The school meets standard on both sub-indicators.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter
	Not Evaluated	MS	AS	DNMS	AS
Sub-indicator Ratings					
Sub-indicator targets			12-13	13-14	14-15
Financial Audit	DNMS	The school receives an audit with multiple significant deficiencies, material weaknesses, or has an ongoing	MS	AS	MS
	AS	The school receives a clean audit opinion with few significant deficiencies noted, but no material weaknesses.			
	MS	The school receives a clean audit opinion.			
Financial Reporting Requirements	DNMS	The school fails to satisfy financial reporting requirements.	MS	MS	DNMS
	MS	The school satisfies all financial reporting requirements.			

Core question 2.3 ensures that schools have the proper internal controls and that schools are reporting financial data both to the state of Indiana and to the Office of Education Innovation in a timely manner.

The school received a clean audit with no material weaknesses or significant deficiencies and satisfied its financial reporting requirements by submitting its audit report on December 27, 2013. Thus, the school **met standard** for core question 2.3 for the 2012-2013 school year.

KICP received a rating of **approaching standard** for Core Question 2.3 for the 2013-14 school year. The school received an accrual audit report with a few significant deficiencies noted, but no material weaknesses. The auditor noted that the OMB Circular A-133 federal audit found significant deficiencies, as the school was out of compliance for the Federal school lunch and Title I programs.

The school received a rating of **does not meet standard** for Core Question 2.3 for 2014-2015. Although the school received a clean audit from Greenwalt CPA's, it was submitted to the State Board of Accounts after the November 30th deadline. Moreover, the school turned in only 61% of its financial compliance documents into OEI in a timely manner. It should be noted, however, that the school has made significant changes in its financial compliance personnel and timely submission of documents has improved during the 2015-2016 school year.

Because KICP **met standard** on core question 2.3 in both school year ending 2013, **approached standard** in school year ending 2014, and **did not meet standard** in school year ending 2015, the school receives a rating of **Approaching Standard** for its mid-charter review.

To address areas of deficiency of Core Question 2.3 on the Mid-Charter Review, KICP stated:**2.3 Does the organization demonstrate it has adequate financial management and systems?**

The school did not meet this standard during the 2014-2015 school year as a result of late submission of financial compliance documents and submitting the annual audit after the deadline. In response, the school has taken many steps to address these issues and ensure sound financial management and systems moving forward. One of the most significant steps was to partner with INI around financial management. INI was able to work with the Executive Director and Chief of Staff to effectively implement monthly budget meetings, strong annual financial planning practices. They also produce consistent and accurate financial statements for KICP's staff and board. This consistency ensures that we have up to date data to include in financial compliance documents that we submit to OEI.

An additional step we took to address these issues was to hire a full time staff member that manages all compliance requirements, including all reporting to OEI. This person has been instrumental in ensuring that all of compliance documents are accurate and submitted on time.

As a result of these interventions, the annual audit was submitted on time and came back clean with no material weaknesses or significant deficiencies. Additionally, every financial compliance document was submitted accurately and on time during the 2015-2016 school year. KICP is confident that by continuing to implement the sound financial management systems that the school has put in place over the past 18 months that the school will meet standard in this area moving forward.

Core Question 3: Is the organization effective and well-run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations. It is worth noting that the framework was updated in the 2013-2014 school year. While some indicators were re-organized into Core Question 3, two are new, and two have since been removed.

3.1. Is the school leader strong in his or her academic and organizational leadership?					
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.		
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.		
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.		
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.		
Sub-indicators	Sub-indicators				
	Demonstration of sufficient academic and leadership experience				
	Leadership stability in key administrative positions				
	Communication with internal and external stakeholders				
	Clarity of roles among schools and staff				
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner				
	Consistency in providing information to and consulting with the schools’ board of directors				
3.1 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	MS	MS	MS

Although KICP has seen some transition between positions and personnel on its leadership team over the last four years, the school has been able to promote from within to maintain consistent systems and expectations during such transitions. During the 2011-2012 school year, the school **met standard** for its school leadership. The school's key administrators had sufficient academic and leadership expertise, and the organization chart clearly defined their roles and responsibilities within the school, with the principal focusing mostly on academic instruction and the Director of Finance and Administration managing with the operations side of the school.

During the 2012-2013 school year, the school slightly altered its organization chart. The key administration positions of the school now consisted of an Executive Director, a Principal, two Assistant Principals and a Director of Finance and Operations. 2012-2013 was the Executive Director's first year in the role, as she previously served as the school's principal. The new principal of the school, who previously served as an assistant principal, worked closely with the Executive Director. The Executive Director dealt mostly with governance and operations to allow

the principal to focus mostly on instruction and academics. Due to the strength and consistency of the school's leadership, KICP received a rating of **meets standard** during the 2012-2013 school year.

While roles and responsibilities remained mostly stable during the 2013-14 school year, KICP added a Director of Development to improve fundraising initiative and an additional assistant principal to support instruction and culture. During 2013-2014, the Executive Director had ongoing conversations with Indianapolis Public Schools to discuss potential future partnerships. Due to this effective organization structure, the school received a rating of **meets standard** for school year ending 2014.

In 2014-2015, KICP shifted some responsibilities of the Director of Finance and Administration to the Executive Director, a third party financial services vendor and an additional operational staff member. The re-alignment of duties was the result of turnover at the Director of Finance and Administration position, which the school decided not to backfill. The Executive Director continued her role as primary communicator with and manager of external stakeholders, allowing the building principal to focus solely on internal operations and communications with instructional staff. Despite the turnover of a critical position, the school continued to **meet standard** on this sub indicator for the 2014-2014 school year.

Over the course of the last four years, KICP engaged in a continuous process of reflection and improvement. The school employed several systems of data collection and analysis to inform school initiatives and improvement in terms of academics, culture, student retention, staff and family satisfaction, and staff effectiveness. Moreover, as part of a national network, school leaders work with KIPP schools across the country to engage in professional development and best practice sharing.

Due to the strong leadership and commitment to continuous improvement, KIPP Indianapolis College Prep receives a rating of **Meets Standard** for this indicator on the mid-charter review.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor’s Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation				
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws				
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations				
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines				
3.2 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	ES	AS	AS	MS

From 2011-2013, KICP consistently met all compliance obligations as specified by the Mayor's Office (OEI) and the Indiana Department of Education. However, starting in school year 2013, the school's on-time compliance submission rates declined. In previous years, the Director of Finance and Administration was primarily responsible for submission of all compliance materials to the Mayor's Office and to the Indiana Department of Education. Although she worked with school staff and the board of directors to ensure that all compliance documents were submitted, there were occasions when they were submitted late or incorrectly. The school experienced turnover in this position starting in 2014-2015, resulting in difficulty in managing these reporting responsibilities between different staff members. Once roles and responsibilities were clarified, reporting systems and times drastically improved. For these reasons, the school **approached standard** on this sub-indicator for the 2013-2014 and 2014-2015 school years.

KICP has maintained compliance with all material sections of its charter and submitted amendments as necessary. All school leaders have been consistently engaged in meetings with OEI and have maintained frequent communication with OEI between scheduled meetings.

OEI believes that the school has effectively diffused the responsibilities left over from the transition of the Director of Finance and Administration, as the school's on-time compliance submission rates have improved steadily since 2014-2015. This trend, coupled with its consistent compliance with all material sections of its charter, results in KICP receiving a rating of **Meets Standard** for compliance obligations.

3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter				
	Clear understanding of the mission and vision of the school				
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary				
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training				
	Effective and transparent management of conflicts of interest				
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns				
	Adherence to its charter agreement as it pertains to governance structure				
	Holding of all meetings in accordance with Indiana Open Door Law				
3.3 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	ES	MS	ES	ES

Similar to the school leadership, the KIPP Indianapolis College Prep board of directors has engaged in a process of continual improvement over the past four years. During the 2011-2012 school year, the board of directors began to implement a committee structure to oversee critical areas of school operations such as strategic development, finance and board governance. While the school had strong evaluation systems in place for school leaders, the thoroughness of its board meeting minutes was an area of concern.

During the 2012-2013 school year, the board experienced slight turnover, but proactively found replacements to mitigate any potential loss of expertise. The board expanded its roster to include a wider variety of backgrounds and skillsets to contribute to school governance. Roles and responsibilities were more clearly delineated and new directors provided the consistent and competent stewardship necessary for effective oversight. Moreover, the board began to track its own progress towards various school-specific goals and has since focused discussions on

process improvement. For example, the board has focused on improving areas such as teacher retention, long-term growth and building community engagement.

Although the board continued to experience some turnover in 2013-14 and 2014-15, it has remained relatively stable the past two years. Current directors are highly engaged and committed to the school. The board has regularly reviewed and revised its bylaws and policies as appropriate, has engaged in a series of development opportunities, and has worked to move toward a more sustainable and strategic governance structure. Additionally, a review of meeting minutes demonstrates the board's clear understanding of and commitment to the school's mission of providing traditionally underserved students the academic and character education necessary to prepare them for high school, college, and beyond. The board chair and Executive Director have maintained consistent communication with one another and the Mayor's Office (OEI). They both have been proactive in providing to OEI up to date and transparent information about school performance, concerns, and future plans over the last few years.

Regarding governance operations, the board has maintained proper oversight of its bylaws and has appropriately handled conflicts of interest as they have been disclosed. Board meetings have occurred as scheduled. Due to the board's consistent work to improve its oversight and due to its recent stable and effective stewardship, KICP receives a rating of **Exceeds Standard** on this indicator for its mid-charter review.

3.4. Does the school’s board work to foster a school environment that is viable and effective?					
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.		
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.		
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.		
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.		
Sub-indicators	Sub-indicators				
	Regular communication with school leadership and/or its management company				
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)				
	Collaboration with the school leader to establish clear objectives, priorities, and goals				
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans				
3.2 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated		ES	ES	ES

2013-2014 was the first year this indicator was included in schools' accountability reports.

Over the last two years, the KIPP Indianapolis College Prep board held bi-monthly meetings at which all stakeholders, including the school leadership team and relevant staff members, provided updated reports. Between meetings, committees met regularly to monitor topics discussed at board meetings and to provide oversight and support. The board had four established committees: Governance, Finance, Academic Excellence, and Development, and created ad hoc committees as needed. Staff members also served on committees to ensure alignment and representation in board decisions.

For the 2014-2015 school year, the board utilized KIPP's national framework to evaluate the school leadership, with the board evaluating the ED and the ED evaluating the School Leader. Additionally, the board took several steps to evaluate and improve its own performance throughout the year. Utilizing resources from the KIPP national network, directors participated in an annual retreat and completed a self-evaluation. Additionally, the effective implementation of a governance committee ensured a focus on continuously improving the board's success.

After reaching a few years of leader and performance stability, the board moved to become more strategic and policy-driven, allowing the ED and School Leader the autonomy to manage school-level operations. The board and school leadership team established clear and measureable performance goals for the 2014-2015 school year that were regularly reviewed to monitor progress. The ED provided a thorough report to the board of directors at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance. Additionally, all meetings and observed interactions between the board and school staff were held in a professional and collaborative manner.

Due to the thorough methods of evaluation and progress monitoring the KICP board has created and utilized, the school receives an Exceeds Standard on this indicator for the mid-charter review.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?					
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.			
Sub-indicators	Sub-indicators				
	Health and safety code requirements				
	Facility accessibility				
	Updated safety and emergency management plans				
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community				
3.2 Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	MS	MS	MS

Between 2011 and 2015, KICP's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's

Office monitoring of KICP's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator for the mid-charter review.

3.6. Is the school meeting its school-specific non-academic goals?					
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific non-academic goal.			
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, or 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.			
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, or 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.			
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	Not Evaluated			MS	MS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2014-15 school year, KIPP Indianapolis College Prep set its first non-academic goal around student attrition. The school reported that 19.5% of their students were no longer with the school as measured from the first count day until the last day of school. Therefore, the school receives a **meets standard** on this goal.

KIPP Indianapolis College Prep set its second goal around staff satisfaction. The school reported that the average response to the survey question regarding staff satisfaction was 3.9, and therefore receives a **meets standard** on this goal.

School Year	School-Specific Goals	Result	Rating
2014-2015	Student attrition will range between 16% and 20% from the first count day until the last day of school.	19.5%	MS
	Staff satisfaction, as measured by the average staff response to the Healthy Schools and Regions question, "Overall, I am satisfied with this school" is between a 3.5-3.99.	3.9	MS

Overall, due to the ratings of the individual goals above, KICP receives a **Meets Standard** on this indicator for its mid-charter review.

Indicators included in the previous framework, but not assessed with the 2013-14 framework.

The following two indicators were included in the performance framework used for the 2011-2013 school years. While they are no longer included in the current framework, the results of these indicators are important for a comprehensive review of performance between the years 2011-2015.

2.4. Is there a high level of parent satisfaction with the school?					
Indicator Targets	Does not meet standard	Less than 70% of parents surveyed indicate that they are satisfied overall with the school.			
	Approaching standard	More than 70% but less than 80% of parents surveyed indicate that they are satisfied overall with the school.			
	Meets standard	More than 80% but less than 90% of parents surveyed indicate that they are satisfied overall with the school.			
	Exceeds Standard	At least 90% of parents surveyed indicate that they are satisfied overall with the school.			
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	NA	NA	MS

Averaged across the last four years, 86.5% of parents surveyed indicated that they are satisfied overall with KIPP Indianapolis College Prep. In the spring of each year, an anonymous survey was administered to all parents and guardians of students enrolled at the school by Research & Evaluation Resources. Of the parents surveyed, between 78% and 94% of parents indicated overall satisfaction (see chart below). With an average satisfaction rate of 86.5%, the school receives an overall rating of **Meets Standard** on the mid-charter review.

School Year	Percent Satisfied
2011-12	84%
2012-13	90%
2013-14	78%
2014-15	94%
Multi-Year Average	86.5%

Note: "Percent Satisfied" includes "very satisfied", and "satisfied", responses which were on a five-point scale that also included "neutral", "dissatisfied", and "very dissatisfied".

Source: Confidential survey results administered by Research & Evaluation Resources.

3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?					
Indicator Targets	Does not meet standard		The school's enrollment process does not comply with applicable law AND/OR the school exhibits one or both of the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.		
	Approaching standard		The school's enrollment process complies with applicable law but exhibits one or both of the following deficiencies: a) a substantial number of documented parent complaints suggest that it is not being implemented fairly or appropriately; b) the school has not engaged in outreach to students throughout the community.		
	Meets standard		The school's enrollment process complies with applicable law; there are minimal documented parent complaints suggesting that it is not being implemented fairly or appropriately; AND the school has engaged in outreach to students throughout the community.		
School Rating	2011-2012	2012-2013	2013-2014	2014-2015	Mid-Charter Rating
	MS	MS	NA	NA	MS

The admissions and enrollment practices of KIPP Indianapolis College Prep have consistently met the requirements of Indiana's charter school law. Each year, the Mayor's Office collects the school's enrollment policies and marketing procedures to ensure compliance with state law. The school employs a lottery system and gives preference to siblings of current students, as allowed by law. Between the 2011 and 2015 school years, the Mayor's Office received minimal complaints from parents around the school's enrollment process. Accordingly, the school receives a **Meets Standard** for this indicator on the mid-charter review.

Core Question 4: Is the school providing the appropriate conditions for success?

KIPP Indianapolis College Preparatory's report for Core Question 4: "Is the School providing the appropriate conditions for success?" can be located on the OEI website: [through this link](#). Below are the responses to the specific indicators within the report in which the school was either *approaching standard* or *not meeting standard*.

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?

As noted in the responses related to Core Question 1, KICP has made significant shifts in the rigor of literacy curriculum and is in the process of shifting math curriculum. The literacy shifts were led through a strategic investment in curriculum and instruction at the network level by KIPP Indy Public Schools. In the summer of 2015, the network hired a Director of Teaching and Learning who led the implementation of the new literacy curriculum across both schools. This role will continue to work to align K-8 curriculum and instruction across our two schools, improve instructional coaching practices across the region, and design and execute additional academic data protocols. The organization is in the process of making a significant shift in how teachers are spending their time outside of direct instruction, with a large focus on content; specifically, with the mindset that teachers are learning and studying curriculum and should not be spending significant time creating.

In addition to curriculum shifts and network level supports for curriculum and instruction, KICP has increased the level of expectation and accountability for lesson planning and deliverables. Coaches are constantly monitoring and providing feedback on the materials that are presented to students. Also, as noted in the professional development section, the school leadership team has designed and executed a comprehensive and ongoing coaching and development model for teachers. Teachers are regularly observed and participate in weekly coaching sessions with their instructional coach to improve their practice.

Beyond differentiation that teachers are providing within lessons and during typical class periods, KICP -12016-17. In 15-16, KICP implemented guided reading across the school, ensuring that students who were significantly below grade level were getting ongoing, small group guided reading instruction to help drive their performance. Additionally, during intervention block, students were utilizing ST Math, a blended program that adapts to student performance to support remedial and accelerated math skills for students across the school. During the 16-17 school year, KICP is further developing the intervention block by establishing an intervention lab which will hold approximately 60 computers. The lab will allow teachers to further capitalize on human capital, serving more students at one time with technology differentiation for math, and allowing more teachers to simultaneously pull small groups for re-teaching and remediation.

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?

During the 2015-16 school year, KICP implemented a revised instructional calendar and interim assessment structure across the school (including the math department). KICP has used results from each round of interims as well as Fall to Winter MAP data (NWEA) to judge the effectiveness of the revised program, both in regard to student growth within the academic year and comparing student proficiency/growth from last year to this year.

The interim assessments were developed from the Illuminate assessment item bank, released ISTEP items, and the Eureka Math curriculum which is utilized by many school across the KIPP network. The assessments are rigorous, grade-level exams which we believe are a reflection of the Indiana Academic Standards (IAS). They contain both multiple choice and constructed response items on each assessment, and they are designed to provide predictive data on how students would perform on ISTEP, which we believe is a similarly structured assessment (see sample

4.4 continued

assessments provided in binder). Multiple choice data is rolled up using the Illuminate data platform, and teachers grade all constructed response items using the ISTEP rubric. Following each round of assessments, teachers engage in a consistent data-analysis protocol in which they analyze both standards and item-level data to develop re-teaching plans for the following unit.

Data driven decision making is an organizational priority for the 2016-17 school year and we will be further utilizing ongoing data and assessments to drive instructional progress and re-teaching. In addition to the interim and data day structure noted above, KICP will be implementing bi-weekly checkpoint assessments in all subject areas and associated data dives as both a school leadership team and with individual teachers. Teachers and leaders will be using this data to inform small group intervention which occurs four days a week.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?

Retention, recruitment and selection

While we have been very focused as an organization on improving instructional quality through professional development and coaching over the last year and a half, we have simultaneously prioritized ensuring that we retain our best staff members, that we recruit competitive candidates, and that we select the most highly qualified teachers. Our regional team has led the charge in developing replicable systems for retention, cultivation, and selection across all KIPP Indy schools. The school leader meets with regional team members (executive director, chief of staff, and associate director of strategic initiatives) bi-weekly to, among other things, review current retention priorities and develop strategic action steps aligned to specific staff members. All of this data is shared with the group through a common database on SharePoint.

In addition to aligning specific action steps to high-priority staff members throughout the school year, we also implement an “intent to return” window following winter break that allows staff members to indicate whether they intend to return the following year. This is not used as an offer for employment, but rather allows our leadership team to more proactively identify potential openings so that we can focus our retention and recruitment efforts.

In combination with ensuring we retain our best instructional staff, we have also greatly improved our selection practices. All candidates go through a three stage selection process which is outlined below.

1. Resume and application screening
2. Initial phone interview
3. Final interview/visit (includes interview with school leaders, sample teaching lesson, and interview with panel of current teacher leaders)

Each stage of the selection process has competency-based tools with a rubric for each question or component. These competencies are selected from the KIPP Leadership Framework and are screened in the different selection tools based on which stakeholder would have the best insight. This includes the sample teaching lesson, which is submitted by video prior to the final interview day and scored against the rubric KIPP utilizes for instructional evaluations. Data from each stage is inputted into a common data base, and school leaders are able to make much more informed decisions based on both quantitative and qualitative data.

4.5 continued

One strength that has emerged in this system has been engaging a broader base of stakeholders in the selection process. Regional team members perform the resume/application screen and initial interviews before candidates are passed along to school-based staff. Once a candidate reaches the final stage, both school leaders and teacher leaders are involved in the selection process, and this distributed responsibility in selecting new teachers has decreased bias and improved overall quality of decision making.

In order to ensure that we are getting as many high-quality candidates in the pipeline as possible, we have implemented staff information nights monthly for prospective candidates and have seen a great amount of success in converting attendance at these events to applications. Additionally, we have continued to cultivate relationships with both traditional and alternative certification programs, including universities, Teach For America, and Indianapolis Teaching Fellows. Also, we have implemented an internal staff referral campaign in which current staff receive financial compensation if a referral they make is converted into a new hire.

Professional development

To start the year, our leadership team, including teacher leaders, facilitated a 9-day onboarding program which was a combination of whole-staff development, grade level team meetings, content team meetings, and time for classroom preparation. This robust two-week program enabled our team to start the year off with a strong sense of alignment on cultural and instructional practices between classrooms at each grade level and is a huge factor in our decreased student attrition numbers for this school year.

Once students returned, we have had three primary avenues for professional development – instructional evaluations, instructional coaching, and department meetings. In contrast with some school communities in which instructional evaluations are not viewed as a part of an overall development program, staff survey data has displayed that KICP staff see the evaluation process as part of their personal development. Staff are formally evaluated three times a year, during units #2, #4, and #6, with two of these evaluations being unannounced and once being announced. Coming out of each instructional evaluation, teachers have one indicator on the rubric which serves as their refinement goal. Instructional coaching is then aligned to that refinement goal in bite-sized action steps until proficiency is reached in that area.

As previously mentioned, each teacher receives instructional coaching from a member of the leadership team assigned to their department throughout the school year. For each unit of instruction, there is a frequency goal for observation feedback cycles, with a higher frequency of cycles occurring in the three units that do not include formal evaluations. In total, we have a goal for each teacher to have three formal evaluations, 15 observation debrief cycles, and a data dive with their coach following each round of interim assessments. The coaching following each weekly observation is aligned to a teacher's specific area for refinement based on their last evaluation, and coaches provide bite-sized action steps until proficiency is reached in that rubric area (see sample coaching agenda). Additionally, based on the refinement goal of the teacher, video is frequently used in coaching across the building to provide concrete evidence for teachers and to develop an increased level of awareness of what is taking place in their classrooms.

Finally, teachers engage in weekly department meetings to collaborate with those teaching the same content. This year, these meetings largely focus on driving our work forward in two of our FY16 strategic priority areas – instructional planning and data driven instruction. In a typical instructional unit, teachers will work on curriculum/assessment internalization, engage in lesson plan tuning and looking at student work protocols, and collaborate on constructed response grading to ensure alignment in assessment practices. As we head into the 2016-17 school year, we will be increasing content team meetings to two times per week and to ensure we are continuing to improve teacher practice at the highest rate possible.

4.7. Is the school climate conducive to student and staff success?

KICP has established clear expectations for student behavior, systems, and routines across the school. The entire school is aligned around a variety of expectations and procedures that encompass our “this is how we do it” protocols. Additionally, grade levels are aligned around additional structures that are differentiated by grade but consistent within grades so that they meet developmentally appropriate expectations for our students.

To communicate and reward strong student behavior and demonstration of our character strengths, all students in the school receive a weekly “paycheck” that is provided to students and their parents. This “paycheck” allows students, parents, and staff to be aligned on current student performance against those expectations. Additionally, students can earn a variety of positive incentives with their paychecks.

During the 16-17 school year, KICP will be piloting restorative circles several times per week. Assistant school leaders are leading this course unit focus areas include by are not limited to: big goals and community norms, bullying awareness and change, emotional regulation, and identity exploration. We are excited about this development and what it will mean for increased community and support at our school.

Additionally, during the 2016-17 school year we will be implementing a student climate survey every quarter. The survey aims to measure against the desired outcome that we want students to feel loved, respected, and held to high expectations. The feedback from the survey will be utilized across the school, in grade levels, and with individual teachers to identify areas of strength to leverage and areas of growth where we can take additional actions.

With regard to staff and leadership relationships, KICP leadership have historically and continue to build strong relationships across the organization. As a part of the national KIPP network, all staff participate in a Healthy Schools and Regions survey and the results for our teaching staff have consistently met or exceeded national averages, indicating strong levels of staff satisfaction. Additionally, KICP has implemented internal staff surveys three times per year and the results have been consistently strong during the 15-16 school year.